

WATKINS-NANCE ELEMENTARY

2525 Barhamville Rd.
Columbia, S. C. 29204

GRADES K-5 Elementary School

ENROLLMENT 439 Students

PRINCIPAL Dr. Evelyn Cohens 803-733-4321

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	5	25	34	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Below Average	Unsatisfactory	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	Yes

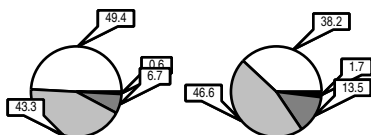
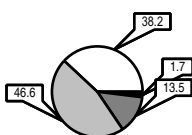
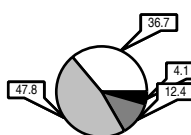
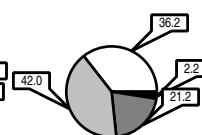
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

63.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Elementary Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	214	99.5	37.9	46.9	13.6	1.7	26.6	Yes	Yes
Gender									
Male	125	100.0	38.6	52.5	8.9	0.0	20.8		
Female	89	98.9	36.8	39.5	19.7	3.9	34.2		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	214	99.5	37.9	46.9	13.6	1.7	26.6	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	173	99.4	35.2	49.0	13.8	2.1	29.0		
Disabled	41	100.0	50.0	37.5	12.5	0.0	15.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	214	99.5	37.9	46.9	13.6	1.7	26.6		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	214	99.5	37.9	46.9	13.6	1.7	26.6		
Socio-Economic Status									
Subsidized meals	211	99.5	37.9	46.9	13.6	1.7	26.6	Yes	Yes
Full-pay meals	1	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	214	100.0	49.4	43.3	6.7	0.6	16.3	Yes	Yes
Gender									
Male	125	100.0	50.5	44.6	4.0	1.0	15.8		
Female	89	100.0	48.1	41.6	10.4	0.0	16.9		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African-American	214	100.0	49.4	43.3	6.7	0.6	16.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	173	100.0	45.2	46.6	7.5	0.7	19.2		
Disabled	41	100.0	68.8	28.1	3.1	0.0	3.1	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	214	100.0	49.4	43.3	6.7	0.6	16.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	214	100.0	49.4	43.3	6.7	0.6	16.3		
Socio-Economic Status									
Subsidized meals	211	100.0	49.4	43.3	6.7	0.6	16.3	Yes	Yes
Full-pay meals	1	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	58	98.3	40.0	48.0	12.0	N/A	12.0
	Grade 4	66	100.0	37.5	55.4	7.1	N/A	7.1
	Grade 5	72	98.6	47.5	45.9	6.6	N/A	6.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	72	98.6	28.6	49.2	19.0	3.2	22.2
	Grade 4	70	100.0	41.3	44.4	12.7	1.6	14.3
	Grade 5	72	100.0	45.3	43.8	10.9	N/A	10.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	58	100.0	52.9	43.1	3.9	N/A	3.9
	Grade 4	66	100.0	41.1	37.5	19.6	1.8	21.4
	Grade 5	72	100.0	59.0	37.7	3.3	N/A	3.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	72	100.0	65.6	34.4	N/A	N/A	N/A
	Grade 4	70	100.0	30.2	57.1	12.7	N/A	12.7
	Grade 5	72	100.0	56.3	37.5	4.7	1.6	6.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 439)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.3%	Down from 3.7%	3.5%	2.7%
Attendance rate	96.9%	Up from 95.3%	96.4%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.8%		7.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	10.3%		6.3%	3.5%
Eligible for gifted and talented	3.2%	Up from 2.4%	4.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.4%	Down from 10.6%	8.0%	8.2%
Older than usual for grade	0.7%	Up from 0.2%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.5%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	40.5%	Down from 41.7%	49.3%	51.4%
Continuing contract teachers	56.8%	Down from 61.1%	77.2%	87.5%
Highly qualified teachers**	85.3%	N/A	91.6%	95.0%
Teachers with emergency or provisional certificates	11.5%		3.9%	0.0%
Teachers returning from previous year	N/A	N/A	79.8%	86.7%
Teacher attendance rate	94.7%	Down from 96.2%	94.7%	94.9%
Average teacher salary	\$36,491	Down 1.1%	\$39,073	\$40,760
Prof. development days/teacher	12.6 days	Up from 11.5 days	13.9 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 13.5 to 1	16.8 to 1	18.9 to 1
Prime instructional time	89.9%	No change	88.7%	90.0%
Dollars spent per pupil*	\$6,695	Down 15.5%	\$7,123	\$6,044
Percent of expenditures for teacher salaries*	75.9%	Up from 67.0%	62.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 83.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Watkins-Nance Elementary has completed its third year in a new facility. Our school has continued to focus on programs to ensure student success. We are especially proud of the programs we provided to assist students with their academic performance. These included our Saturday Academy and Early Bird and Afternoon Delight tutorial programs. Our staff development programs continued to focus on topics such as customer service, improving student performance on the Palmetto Achievement Challenge Test (PACT), and integrating math, science, and social studies into the language arts curriculum.

Major emphasis was placed on student communication skills and math initiatives. Other programs added to reinforce these skills were Project MIND (Math is Not Difficult), the Soar to Success reading program, and the use of Compass Learning computer software for language arts and math skills.

Watkins-Nance has continued to prepare students to meet new challenges. Team teaching as well as quarterly mock testing and district assessment testing were conducted to strengthen students' test-taking skills. Retired teachers were employed to provide small group instruction to our struggling readers. Foster grandparents worked daily to provide academic assistance for our first graders.

Students were recognized for outstanding academic performance at quarterly award ceremonies. Our Honor Student Program, Student and Class of the Month Programs, Student Council, Career Fair, and Safety Patrol were activities that focused on students' academic performance and character.

Watkins-Nance employed several unique parent/community outreach programs. These included the Parent Books and Breakfast Club, Parent-Teacher Conference Incentives, and the Thanksgiving Food Drive.

Our parent and student survey results for 2004 were satisfactory. 62% of parents and 75% of students were pleased with the school's learning environment. 53% of parents and 83% of students were satisfied with home-school relations. 72% of parents and 80% of students were happy with the social and physical environment at the school.

In spite of our successes, we have some barriers that inhibit progress. These include having about 50 percent of our students enter school without preschool experience, limited parent participation, and limited reinforcement of academic skills at home. However, we are making strides in these areas and are proud of our progress. Since the opening of our school in 2001, our 2001-02 Teacher of the Year won a \$25,000 Milliken Award, one of our volunteers was named district volunteer of the year, our school newsletter won a 2002-03 Golden Pencil (a district award), and our two foster grandparents were given an award as the elementary volunteers with the most hours of service in our school district for the 2003-04 year.

Dr. Evelyn Cohens, Principal, Watkins-Nance Elementary School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	0	0
Percent satisfied with learning environment	67.7%	N/R	N/R
Percent satisfied with social and physical environment	87.1%	N/R	N/R
Percent satisfied with home-school relations	38.7%	N/R	N/R

*Only students at the highest elementary school grade level at this school and their parents were included.